

First Steps' Comprehensive System of Personnel Development (CSPD)

Introduction

Ensuring that early intervention personnel have the unique knowledge and skills necessary to work with infants and toddlers with developmental delays and their families will be the foundation of Kentucky's Early Intervention System (KEIS), First Steps', Comprehensive System of Personnel Development (CSPD). The CSPD in Kentucky is conceptualized as a mechanism for ensuring that preservice education, inservice education, technical assistance, mentoring and continuing education activities are coordinated and connected across disciplines and university and college programs.

The CSPD will comprise a system of activities that support a vision whereby knowledgeable and well qualified early intervention personnel provide high quality family-centered services and supports to infants and toddlers with developmental delays and their families.

Vision for CSPD in Kentucky:

With families as equal partners, all infants and toddlers with developmental delays and their families will have their diverse and individualized needs met through collaborative, family-centered services in natural environments.

Mission for CSPD:

Kentucky's Early Intervention System (First Steps), through its Comprehensive System of Personnel Development (CSPD), will ensure that qualified professionals advocate for and use evidence-based recommended practices to provide high quality, coordinated family-centered/family-driven services to infants and toddlers with developmental delays and their families in natural environments.

Guiding Principles for CSPD:

Early Intervention Service Delivery

1. Family members and early intervention professionals work in collaborative partnerships in which there is mutual respect, cooperation, shared responsibility, and negotiation of conflicts toward achievement of shared goals.
2. Early intervention services are family-centered; the term family-centered includes the concept of meeting the needs of the child and family through a family-guided process in which the family has the decision-making role for the child.
3. Providers share knowledge and support families in ways that promote the families' decision-making capabilities and their competence in promoting and advocating for the development of their children.

4. Providers respect parents' strengths, priorities, preferences, concerns, methods of coping and adjustment, and diversity, without abdicating professional responsibility to infants and toddlers.
5. An interdisciplinary team consists of the various disciplines that are appropriate to address the specific, individual needs of the child and family.
6. The early intervention team uses a collaborative model of service delivery, including exploring and using all available resources in the community before accessing services through First Steps.
7. Early intervention services and activities take place during regular routines in the child's and family's natural environments, including community environments, unless there is adequate reason why this is not possible.
8. Parents and caregivers are viewed as the child's first and primary teachers. The focus of early intervention is to support and coach parents and caregivers to promote the development of the child.
9. Family members are encouraged and supported to participate as equal team members in all aspects of assessment, program and transition planning, service delivery, system planning, and evaluation.
10. Child and family rights, including confidentiality and family choice, are safeguarded.
11. Adequate time and opportunities are allotted for providers to work collaboratively with colleagues and families.
12. Early intervention personnel adhere to the philosophy of lifelong learning and use current evidence-based recommended practices in their field of expertise.
13. Early intervention personnel adhere to the code of ethics for their respective disciplines.

Preservice and Inservice Training

1. Administrators and supervisors have appropriate training in the field of early intervention, as well as in management and supervision skills.
2. Administrators encourage and support providers to increase their knowledge and skills in the field of early intervention.
3. Adequate funding and appropriate opportunities are available for professional development.
4. Providers foster their own professional development based on a self-assessment process and a plan for growth.
5. Early intervention curriculum is coordinated across institutions of higher education.
6. Inservice training is coordinated across agencies.
7. Preservice training, inservice training, and technical assistance are conducted by qualified individuals, including family members.
8. Training activities are offered based on needs assessment of providers, families, and administrators.
9. Efforts are made to attract an interdisciplinary audience, including family members, providers, and administrators.
10. Family members are encouraged and supported to participate in all aspects of preservice and inservice training, including leadership roles.

11. Teaching, training and consultation activities are based on adult learning theory.
12. CEUs and/or clock hours are offered for inservice training.
13. Coursework and training are accessible.
14. Training is evaluated for both quality and impact.

Recruitment and Retention

1. Diversity in personnel is valued and sought out.
2. A career lattice promotes professional growth and advancement in the system.

CSPD Objectives:

Kentucky's CSPD for First Steps includes objectives that address the components required by the Individuals' with Disabilities Education Act (IDEA) for a CSPD. These eight components are: recruitment and retention, data on personnel and professional development, professional standards and certification, alternative training models, adequate supply, personnel preparation and continuing education, system of identifying personnel needs, and dissemination of promising practices. The objectives that follow address each of these eight components. Because of the inter-relatedness of some CSPD components, some objectives are grouped together under more than one component (e.g., recruitment retention/adequate supply and demand). The required component, dissemination of promising materials and practices, does not have separate objectives as all personnel related activities would address promising materials and practices. The draft objectives are listed below. The CSPD committee is in the process of finalizing these objectives and developing an action plan for their implementation. For each objective, the action plan will include specific tasks/activities, timelines for achieving the tasks/activities, person(s) responsible for implementation, resources available and needed, and targeted outcomes.

Professional Standards and Certification:

1. Develop and implement a system for credentialing all First Steps' providers based on early intervention standards/competencies.
2. Develop the timeline and supports needed to require all developmental interventionists to be Interdisciplinary Early Childhood Education certified.
3. Develop a Memorandum of Understanding with the Kentucky Department of Education (KDE) and Education Professional Standard Board (EPSB) to allow developmental interventionists to complete the Kentucky Teacher Internship Program and become fully Interdisciplinary Early Childhood Education (IECE) certified.
4. In collaboration with the Evaluation Committee, review and make recommendations regarding the qualifications for Primary Level Evaluators.

Personnel Needs/Inservice/Continuing Education:

1. Develop and implement inservice/continuing education requirements for all First Steps' providers.

2. Develop and implement a process for conducting and analyzing an annual needs assessment to determine personnel training needs.
3. Provide inservice activities for families and First Steps' providers based on identified needs.
4. Collaborate with the KDE and other state agencies, professional associations, and parent groups in developing and implementing inservice activities. Provide technical assistance to families and First Steps' providers. Provide up to date information to families and First Steps' providers about inservice opportunities. Develop and implement an evaluation plan for all inservice/technical assistance.

Preservice:

1. Inform preservice program faculty across disciplines regarding established standards/competencies for early intervention personnel and encourage incorporation into existing higher education curricula through provision of technical assistance.
2. Provide technical assistance to preservice programs specific to involving family members in designing, implementing and evaluating early intervention curricula.
3. Develop and distribute materials about the early intervention traineeship scholarship funds.
4. Develop and implement strategies to increase communication between preservice faculty across disciplines.

Recruitment and Retention/Supply and Demand:

1. Develop and maintain a data system of information regarding personnel qualifications, inservice/continuing education participation, supply, and demand.
2. Develop and implement strategies for recruiting prospective high school students to early intervention programs and recruiting preservice students and program graduates for First Steps' positions.
3. Develop and implement a recruitment and retention plan for personnel shortage areas with attention to cultural and linguistic diversity.

References:

Infant-Toddler Program of North Carolina. (2003, April). *Comprehensive system of personnel development (CSPD)*, pg. 3. Raleigh, NC: Division of Public Health.

National Association for the Education of Young Children (1997). NAEYC Position Statement: Developmentally appropriate practice in early childhood programs serving children from birth through age 8. In S. Bredecamp & C. Copple (Eds.), *Developmentally Appropriate Practice in Early Childhood Programs* (rev.), pg. 3-30. Washington, DC: Author.

State of Mississippi. *CSPD*, pg. 13.

First Steps' CSPD

CSPD Component: Professional Standards and Certification

Objective 1: Develop and implement a system for credentialing all First Steps' providers based on early intervention (EI) standards/competencies.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Formulate criteria for RFP and develop.	1-05 to 3-05	CSPD committee reps, ICC, FS staff	NEC*TAC Center for Personnel Prep in EI/ECSE (U. of CT) DEC Professional Standards	Criteria for RFP is recommended to ICC and then to FS administration. RFP is awarded.
2. Review credentialing systems, including EI core standards or competencies, used by other states	7-1-05	RFP, CSPD Committee, ICC, First Steps' staff	Funding for contract	Review is completed.
3. Develop EI core standards, competencies for First Steps providers		RFP, CSPD Committee, ICC, First Steps' staff		EI standards, competencies approved by ICC and First Steps' staff
4. Develop validation process and validate the standards, competencies		RFP, CSPD Committee, ICC, First Steps' staff		EI standards, competencies validated
5. Design the credentialing system for First Ste		RFP, CSPD Committee, ICC, First Steps' staff		Design approved by ICC and First Steps' staff
6. Develop and disseminate information about the credentialing system		RFP, CSPD Committee, ICC, First Steps' staff		Information disseminated

7. Implement the credentialing system		RFP, CSPD Committee, ICC, First Steps' staff		First Steps' staff are more adequately prepared in EI.
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CSPD Component: Professional Standards and Certification

Objective 2: Develop the timeline and supports needed to require all developmental interventionists to be Interdisciplinary Early Childhood Education (IECE) certified.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Identify date by which all developmental interventionists must be IECE certified and develop regulations.	1-05	CSPD Committee, ICC	First Steps staff, LRC	Regulation for "Drop-dead" date approved.
2. Disseminate information to developmental interventionists, Universities, etc.	2-05 and ongoing	CSPD Committee, ICC, First Steps' staff, KDE staff	First Steps' website and conference; KDE certification brochure, TAT teams	Information disseminated

CSPD Component: Professional Standards and Practice

Objective 3: Develop a Memorandum of Understanding (MOU) with the Kentucky Department of Education (KDE) and Education Professional Standards Board (EPSB) to allow developmental interventionists (DI's) to complete the Kentucky Teacher Internship Program (KTIP) and become fully Interdisciplinary Early Childhood Education (IECE) certified.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Develop MOU and present to EPSB for approval.		KDE, CSPD Committee, ICC, First Steps' staff	KDE attorney, EPSB staff	MOU approved
2. Disseminate information about KTIP placements for developmental interventionists.		EPSB, First Steps' staff	EPSB and First Steps' websites; Early childhood conferences	Information disseminated
3. Incorporate information in KTIP training specific to developmental interventionist placements.		EPSB, First Steps staff, KDE	EPSB KTIP on-line training; Early Childhood Regional Training Centers, First Steps' staff, TAT teams	Data about number of individuals participating in training and Developmental interventionists completing KTIP training and becoming IECE certified.

First Steps CSPD**CSPD Component: Personnel Needs/Inservice/Continuing Education****Objective: 1. Develop and implement inservice/continuing education requirements for all First Steps providers.**

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Review continuing education requirements from professional organizations.		CSPD, First Steps staff	Professional organizations	Requirements for inservice and continuing education will align with professional organization requirements.
2. Develop annual requirements aligned with early intervention competencies for inservice/continuing education for all early intervention providers.		CSPD, First Steps staff, ICC	Center for Personnel Preparation (University of CT)	Requirement for inservice and continuing education will be approved by ICC and First Steps staff.
3. Disseminate inservice/continuing education requirements to all contracted early intervention providers, and state professional organizations.		TAT teams, First Steps staff	First Steps web site	Information disseminated
4. Encourage state and local professional conference/inservice planners to code appropriate presentations to early intervention core standards and competencies.		First Steps staff, TAT teams	DECD/KDE, parent groups, other state agencies, and professional organizations	There will be several sessions offered at local inservice and state conferences that align with early intervention core standards and competencies.

First Steps CSPD**CSPD Component: Personnel Needs/Inservice/Continuing Education****Objective: 1. Develop and implement inservice/continuing education requirements for all First Steps providers.**

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
5. Develop system for early intervention providers to document annual inservice/continuing early intervention education requirements.		CSPD and First Steps staff	First Steps Data System (see Recruitment and Retention section of CSPD plan)	Early intervention providers will participate in inservice/continuing education trainings that will enhance their ability to work effectively with young children with developmental delays and their families.

First Steps CSPD**CSPD Component: Personnel Needs/Inservice/Continuing Education**

Objective: 2. Develop and implement a process for conducting and analyzing an annual needs assessment to determine personnel training needs and for providing inservice activities for First Step families and early intervention providers based on identified needs.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Develop an online survey of early intervention personnel training needs.		CSPD, First Steps staff	Division for Early Childhood (DEC), Early Childhood Regional Training Centers, First Steps web site	Providers will provide input into training needs annually and data will be analyzed.
2. Early intervention providers develop an annual Professional Growth Plan based on their education/training needs.		First Steps staff, TAT teams		Early intervention providers will select inservice/continuing education that enhances their skills as providers.
3. Disseminate training needs to TAT teams, state conference planning committees, and professional organizations.		First Steps staff, DECD/KDE, TAT teams		Training needs disseminated and addressed in conference planning.

First Steps CSPD**CSPD Component: Personnel Needs/Inservice/Continuing Education**

Objective: 2. Develop and implement a process for conducting and analyzing an annual needs assessment to determine personnel training needs and for providing inservice activities for First Step families and early intervention providers based on identified needs.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
4. Develop a system of training and technical assistance around needs of providers, families, as well as needs identified by TAT teams and state leaders.		CSPD, First Steps staff, TAT teams, ICC	DECD/KDE	Resources, materials, trainings and technical assistance will be provided to enhance quality of First Steps services.
5. Information about early intervention inservice and conference information placed online so information is available to families and providers.		First Steps staff, TAT teams	First Steps web site	Trainings and conference information available to providers and families.
6. Resources and training modules posted online.		First Steps staff	First Steps web site, funding for training	Providers can access information and resources.
7. TAT teams provide education and trainings based on local and state needs.		TAT teams, First Steps staff		Trainings and education will be delivered based on needs of families and providers.
8. Training needs shared with university programs for inclusion into inservice/continuing education and graduate coursework.		CSPD, DECD/KDE, First Steps staff		Information disseminated to university faculty.

First Steps CSPD

CSPD Component: Personnel Needs/Inservice/Continuing Education

Objective: 3. Develop and implement an evaluation plan for inservice/technical assistance early intervention activities.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Develop an evaluation method for First Steps sponsored inservice and technical assistance activities.		CSPD, First Steps staff. TAT teams	TIPP, DECD/KDE	First Steps technical assistance, inservice and continuing education activities will be evaluated to determine if activities have enhanced skills of those participating.

First Steps' CSPD

CSPD Component: Preservice

Objective 1: Inform preservice program faculty across disciplines regarding established standards/competencies for early intervention personnel and encourage incorporation into existing higher education curricula through provision of technical assistance.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Request from each higher education institution faculty contact person a listing of all faculty across disciplines who are involved in educating early interventionists.		DECD/KDE and First Steps staff	IECE Faculty contacts	Identification of all involved disciplines and faculty.
2. Inform all identified faculty about the EI credential/content through mailing (hard copy and electronic), through the quarterly higher education consortium meeting.		First Steps staff	First Steps staff, CSPD representatives. Higher Education Consortium	Knowledge of EI credential standards/competencies.
3. Each institution will develop and present individual strategies at the higher education consortium meeting that fit their institution for curriculum change/revisions and implementation.		First Steps staff and CSPD faculty representatives	First Steps staff and CSPD representatives, Higher Education Consortium	Curriculum revised to include early intervention content.

First Steps' CSPD

CSPD Component: Preservice

Objective 2: Provide technical assistance to preservice programs specific to involving family members in designing, implementing and evaluating early intervention curricula.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Develop a directory of parent resource groups for potential assistance in curriculum development, implementation, and evaluation.		First Steps staff , TAT teams , faculty	TAT parent consultants	Directory of parent resource groups and availability
2. Explore funding for mini-grants to Institutes of Higher Education to support involvement of family members in design, implementation, and evaluation of EI curricula .		First Steps staff	Previous SCRIPT RFP for mini grants	Family members involved in all aspects of EI curricula

First Steps' CSPD

CSPD Component: Preservice

Objective 3: Develop and distribute materials about the early intervention traineeship scholarship funds.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Create a brochure/packet about traineeship funds.		Collaborative funding agencies	KDE (Dr. Annie Rooney French)	Brochure/packet available
2. Disseminate information regarding application process.		First Steps staff	NKU	Early Intervention students access traineeship funds

First Steps' CSPD

CSPD Component: Preservice

Objective 4: Develop and implement strategies to increase communication between preservice faculty across disciplines.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
1. Identify effective communication mechanisms/strategies existing within and across institutions and from existing literature.		KDE, Faculty, CSPD committee	Literature on effective communication strategies	List of effective communication strategies
2. Share effective communication strategies.		KDE, Faculty, CSPD committee	Quarterly higher education faculty meetings	Improved quality of preservice preparation
3. Provide opportunities for training.		CSPD committee	Infant-Toddler Institute Planning Committee	Better communication and collaboration

*First Steps' CSPD***CSPD Component: Recruitment and Retention/Supply and Demand**

Objective 1: Develop and maintain a data system of information regarding personnel qualifications, inservice/continuing education participation, supply, and demand.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
<ul style="list-style-type: none"> • Convene a work group to outline the components/requirements of a data system and funding sources. • Issue a Request for Proposal (RFP) to the field for development and maintenance of a data system. • Contract with qualified agency for data system. • Use information collected to make policy decisions regarding personnel qualifications, inservice training, and recruitment efforts. • Use data to ensure continuing education requirements have been met prior to renewal of provider contract. 		<ul style="list-style-type: none"> • CSPD work group, First Steps office, ICC reps • CHFS, Dept. of Public Health • CHFS • CSPD work group, First Steps office, ICC • First Steps office 	<ul style="list-style-type: none"> • NECTAC, Center for Personnel Preparation (U. of CT) • Funding for system 	<ul style="list-style-type: none"> • RFP is prepared to disseminate. • RFPs are received that meet requirements. • Reports are generated in a timely manner. • An adequate supply of qualified and well-trained personnel are available in all part of the state. • First Steps personnel are more adequately trained in early intervention.

*First Steps' CSPD***CSPD Component: Recruitment and Retention/Supply and Demand**

Objective 2: Develop and implement strategies for recruiting prospective high school students to EI programs and recruiting preservice students and program graduates for First Steps positions.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
<ul style="list-style-type: none"> Develop a packet of materials and display board materials that promote job opportunities and benefits of working in EI for dissemination to early childhood and related programs/disciplines in KCTCS, colleges and universities. Use materials and display board to disseminate information about First Steps job opportunities to related professional associations (links from professional assoc. websites to FS web site; booths at conferences, etc.). Attend career days and speak to agencies and high school students in local communities. Disseminate materials to high school counselors, KDE website, First Steps, higher education institutions – target admissions office, advising office, 		<ul style="list-style-type: none"> CSPD work group, IECE faculty, TATs, FS staff CSPD work group, FS staff, FS web master TATs 	<ul style="list-style-type: none"> PR and marketing resource personnel. Funding for printing of materials. Contacts with department chairs of IHEs Professional association contacts Debra Tankersly, Career and Technical Education Office, KDE; Dr. Roger Cleveland, Education Equity Office (minorities), KDE 	<ul style="list-style-type: none"> Materials printed and disseminated Adequate number of qualified personnel in all disciplines in the EI system. Same as above Materials disseminated. More under-graduate students enrolled in EC/ pediatric programs at IHEs.

<p>faculty advisors, IECE faculty, state professional organizations (e.g., KY DEC and KAECE) and respective affiliates.</p> <ul style="list-style-type: none"> • Develop an appealing brochure and a directory and disseminate to prospective students of higher education programs that prepare individuals to work with infants/toddlers with developmental delay and families. Post to FS web site. 		<ul style="list-style-type: none"> • FS staff, FS webmaster 	<ul style="list-style-type: none"> • PR and marketing resource personnel; Professional Associations; DECD/KDE; IHEs • Funding for printing 	<ul style="list-style-type: none"> • Directory and brochure printed and disseminated • More undergraduate students, including more minority students, enrolled in EC/pediatric programs at IHEs
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*First Steps' CSPD***CSPD Component: Recruitment and Retention/Supply and Demand**

Objective 3: Develop and implement a recruitment and retention plan for personnel shortage areas with attention to cultural and linguistic diversity.

Activities/Tasks	Timelines	Person(s) Responsible	Resources	Outcomes/Evaluation
<ul style="list-style-type: none"> • Link with scholarship initiatives for minority and linguistically diverse students across disciplines. Distribute information about EI programs and job opportunities. • Develop tuition “forgiveness” program for qualified graduates who provide EI services in rural or inner city areas. • Prepare and disseminate information to IHE faculty. • Collaborate with existing IECE registry (Simpson Co.) to include preference for First Steps and/or preschool positions. 		<ul style="list-style-type: none"> • FS staff • CSPD work group, FS staff ▪ FS staff ▪ DECD/KDE 	<ul style="list-style-type: none"> • Contacts with Minority and Financial offices in IHEs; KHEAA • Funding for tuition; KHEAA • Funding for printing • IHE faculty contacts 	<ul style="list-style-type: none"> • More adequate representation of minorities and diversity in EI personnel system. • Adequate personnel to provide services in these areas. • Promotion of scholarships and “forgiveness” programs to students • Knowledge of availability of IECE graduates in areas of need.